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EDUCATIONAL NEWS AND EDITORIAL COMMENT

A CORRECTION

In the January number of the *School Review*, p. 20, the residence of Dr. Charles H. Keene is erroneously stated. The author of "The Effect of Conditions of School Room Heating and Ventilation on School Room Attendance" is a resident of Minneapolis, Minnesota, in charge of the Department of Hygiene of the Board of Education.—THE EDITORS.

NORTH CENTRAL ASSOCIATION

The North Central Association of Colleges and Secondary Schools will meet in the La Salle Hotel, Chicago, on Friday and Saturday, March 20 and 21, 1914. Following are the details of the program:

FRIDAY, MARCH 20, 10:00 A.M.

President's Address, Professor Fred N. Scott, University of Michigan.

Reports of committees.

Paper: Henry E. Brown, principal of the New Trier Township High School, Kenilworth, Illinois.

Discussion led by members of Mr. Brown's committee.

FRIDAY, MARCH 20, 2:00 P.M.

Report of the Commission on Accrediting Schools and Colleges. Professor C. H. Judd, University of Chicago.

Discussion: "Special and Conditioned Students in Colleges in the North Central Territory." Dean K. C. Babcock, University of Illinois; Dean L. A. Weigel, Carleton College; Dean Thos. F. Holgate, Northwestern University.

SATURDAY, MARCH 21, 10:00 A.M.

Paper: "Responsibility for Moral Instruction in the Secondary Schools." Superintendent C. E. Chadsey, Detroit, Michigan, Schools.

Discussion: Superintendent W. J. S. Bryan, St. Louis Schools.

The high-school inspectors will meet at the La Salle Hotel, Chicago, on Wednesday, March 18, at 8:00 P.M., and on Thursday, March 19, at 10:00 A.M.

The Commission on Accredited Schools and Colleges will meet at the La Salle Hotel, Chicago, on Thursday, March 19, at 2:00 P.M., and at 7:30 P.M.

RELIGIOUS EDUCATION ASSOCIATION

The eleventh annual convention of the Religious Education Association is to consider the single topic, "The Relation of Higher Education to the Social Order." Educational experts and well-known leaders will present reports on the efficiency of colleges in preparing young people for the exacting demands of modern social living. The interest of the convention centers in the question whether the colleges are consciously training for complex civilization and especially whether these institutions succeed in developing moral competency and in leading to a religious interpretation of life. The convention will be the guest of Yale University, March 5-8.

Among the speakers are John R. Mott; Charles S. Whitman, district attorney of New York; Governor Simeon Baldwin, of Connecticut; President William De Witt Hyde; President Samuel A. Eliot; Rabbi Stephen S. Wise, of New York, and ex-President Taft.

PRESIDENT M. A. BRANNON, UNIVERSITY OF IDAHO

Dr. M. A. Brannon, dean of the College of Liberal Arts, the University of North Dakota, will begin his new duties as president of the University of Idaho the first of April. Dr. Brannon is a graduate of Wabash and received his higher degree at the University of Chicago. Dr. Brannon is a scientist of distinction. Under his leadership was conducted a state biological survey of North Dakota, and a State Biological Station was established at Devil's Lake. Another administrative task accomplished by Dr. Brannon is the establishment of the University School of Medicine, of which he has been dean for eleven years. These activities, even when added to his duties as dean of liberal arts, have not prevented President Brannon from making valuable contributions to the literature of his science, botany.

A RADICAL SUGGESTION

The *Syracuse Post* of January 26 contains the following item:

A plea to have the public schools in session from 8 o'clock in the morning until 5 o'clock in the afternoon, with a moderate allowance of time for lunch, was made by Superintendent of Schools F. D. Boynton of Ithaca, in an address before the Clean City Movement this afternoon. Many of the present school systems Mr. Boynton attacked as archaic. He said: "With the present short sessions the child cannot be well enough supervised during all the time his parents are at work. In Ithaca, if he slides down hill, plays ball in the street,

or walks on the grass he is arrested. We have a class of juvenile offenders who break city ordinances because they do not know what else to do during their spare moments.

"The boy should be at school from 8 o'clock in the morning until 5 o'clock in the afternoon, six days a week. His elders put that time into work and so should he. I do not say he should study Latin and algebra all that time. He should have physical culture, manual training, and aesthetic culture as well. We make no effort to meet the changed conditions occasioned by life in the cities. In the early New England days the children learned only reading, writing, arithmetic, spelling, and grammar. Now we expect the children to study many other subjects, but allow them no additional time to devote to the extra work."

THREE-YEAR HIGH-SCHOOL COURSE IN CHICAGO

One result that may be attained by the longer day is indicated in the following announcement:

Pupils in Chicago high schools may be able to complete the regular course in three years instead of four under the revision of the course of study which will be put into effect today. This change is the result of recommendations made by high-school principals Saturday. The change will mean that in the future there will be eight study periods instead of six, as in the past. This increasing of the periods will add one hour to the high-school session.

THE VERMONT SCHOOL SURVEY

The commission appointed by the legislature of Vermont to inquire into the entire educational system of the state has recently submitted its report. Honorable John A. Watson, judge of the Supreme Court, is Chairman of the committee, which includes President Butler of Columbia, Theodore N. Vail, president of the American Telegraph and Telephone Company, and six other distinguished gentlemen. This commission, fulfilling its orders to recommend such reorganization of public elementary and secondary schools "as will promote the ends of unity, harmony, economy, and efficiency," submits the findings of their experts employed from the Carnegie Foundation.

The commission "recommends the adoption of almost a brand-new system of supervision and administration." It urges that there shall be adopted "a course of study relating to the life of the child," teaching him how to discipline himself, how to think, and how to strengthen his relations to the social and industrial interests of his community. Another recommendation is that educational administration be provided that will bring to every school sympathetic advice; that such

administration, in all its phases, should be absolutely free from political entanglement. The present system of district superintendence is condemned, and a new plan of supervision by local officers is advocated. Third, the commission attaches great importance to the providing of a requisite number of thoroughly trained teachers. Again the commission asserts that the supreme duty of the state is to care for elementary and secondary education, and recommends that state subsidies to colleges cease, after a reasonable time given to the colleges for readjustment. These subsidies now amount to \$130,000 out of a total state budget of education of \$525,000. In this last recommendation, an exception is made in the case of the State Agricultural College, which ought, in the judgment of the commission, to receive even larger state and federal appropriations than it now enjoys. Another significant suggestion is that three-fourths of the high schools be turned into "junior" high schools, and that only 16 to 18 complete secondary schools be maintained; each regional high school to serve a wide area.

THE MERGER OF HARVARD AND TECHNOLOGY

The consolidation of educational endeavor in secondary schools urged by the experts for Vermont is interesting in the light of a merger recently accomplished of two institutions foremost in the college world. Harvard University and the Massachusetts Institute of Technology have at last found a basis of co-operation by means of which is removed a highly expensive and unnecessary duplication of effort. In 1904-5 Presidents Eliot and Prichett attempted to amalgamate the overlapping branches of the two institutions. This plan of a decade ago failed largely because of the almost unanimous opposition of the constituency of the Institute, who feared that the identity of their institution would be lost in that of the university. Thereupon the McKay bequest of several millions was used by Harvard to establish a graduate school of applied science. Meanwhile Technology has moved from Boston to Cambridge within two miles of the Harvard Yard.

Of late years the educational waste of this duplication has become evident. The current year finds Harvard with very few, one report indicates less than 60, graduate students in engineering, while Technology has 250 students of the same grade. Presidents Lowell and Maclaurin with wise forethought have agreed upon a plan by which Harvard gives up entirely the field of engineering. Her whole engineering faculty, together with the funds of the Lawrence Scientific School and most of the McKay bequest, go over bodily to the Institute. Upon

certain students graduated from the Institute will be conferred the Harvard degree. Thus the future will see one largely endowed and excellently equipped institution on the banks of the Charles, giving the best possible instruction in all branches of engineering.

SIGNS OF SIMILAR NEEDS

The sight of two great private institutions facing squarely and solving unselfishly the problem of duplicating efforts has great significance. No thoughtful observer of American education can fail to realize how urgent is the need of a widespread application of the same principle in almost every section of the country. One state in the Middle West has nine full-fledged normal schools and is said to be projecting others. These institutions, rivals in one sense, are co-operating in an endeavor to secure permission to enlarge their courses that they may grant the A.B. degree. Six colleges, together with the state university, have so far succeeded in blocking the designs of the normals. A neighboring state has four flourishing state institutions, in addition to more than twenty colleges. The state institutions successfully defeated an attempt to consolidate and to co-ordinate their work, because on the part of each some necessary sacrifice was involved. This same experience has been duplicated in at least two other states. The president of one denominational college, almost exhausted by the effort to keep his college alive, seriously contemplated asking the state to make it over into a state institution.

The process of building out of such a hodge-podge a truly scientific and economical system of higher education will be long and difficult. Nevertheless the same foresight which in the future is to prevent the unnecessary duplication of churches in the home field and of establishments in the foreign field must soon come to our educational administrators. Harvard and Technology have pointed the way. In this connection it is in point to note that two small institutions for women in Texas are joining forces. At the expiration of the present school year Carleton College of Bonham is to be moved to Sherman and joined to the Carr-Boidette College.

LONGER SESSIONS IN GENERAL

Commissioner Claxton in a recent address asserted that the summer vacation "is primitive and preposterous"; that it harks back to the time when teachers and pupils were needed on the farm three or four months a year; and that on the contrary the most important problem of today "is to keep city boys from three months' contamination

in the streets." The Commissioner, therefore, advocates a plan recently submitted by Clyde Allison Mann, secretary of the American Society for Thrift: one vocational teacher in each school to be employed all the year; in the city going from home to home to supervise horticulture and gardening on vacant lots; and in the country remaining at the school plant to give instruction in scientific principles underlying agriculture. Mr. Claxton pointed out that in a few years two million children could be interested and that their labor would yield tens of millions of dollars annually.

We pass by the specific suggestion of Mr. Allison merely by saying that it is in line with the demand constantly becoming more insistent in St. Paul, in Ithaca, in Duluth, and everywhere, that there ought to be wider use of school plants. If a private corporation had a chain of plants valued at two billions of dollars, occupied in production but one thousand hours, six hours a day for approximately 166 days, the manager of that corporation would estimate his annual loss to be in the neighborhood of thirty millions of dollars. A second line of argument for both longer school days and sessions is that in the cities, at least, no duties have come to supply the tasks of the farm, the chores of the boy and the house duties of the girl; that city children are becoming more and more helpless as a result of the idleness imposed upon them by city life; and that the boys, at least, are exposed through their long evenings and holidays to the vicious influences of the street.

It is somewhat amusing to note to what extreme those who oppose the extension of school activities resort. It is stated, for example, that no work is more taxing on the nervous system than teaching school, and that a teacher after nine months' labor needs a rest. Suppose this be granted for the sake of argument. Any other industry would provide shifts of teachers. It is contended also that teachers in the United States are paid for nine months only, while in other countries they are paid for twelve. If this be true, and it is probably true, it is a serious economic waste. Moreover, it is a significant fact that few teachers dependent upon their earnings reject an opportunity to teach in the summer. Again it may be pointed out that an industrial enterprise losing annually thirty millions of dollars (Commissioner Claxton's estimate) would raise the pay of its employees, if necessary, to save a portion of that loss. Indeed teachers in general have sentimentalized the belief that they are underpaid and overworked. Really competent teachers, fortunately, are ashamed to take shelter in such a subterfuge. Teachers do not work harder than workmen in other professions.

But your sentimentalist comes forward with the related argument

that children are now overtaxed by their school activities. Against this assertion it may be stated that school hours are relatively short; that they are not overexacting; that they are broken up by frequent periods of rest; that an extended school day may, by a greater variety of activities, make provision for relieving strain; and finally, that in many cities the overcrowded population furnishes abundant raw material to keep the educational plants running a larger share of the time with different groups of children. It may confidently be said that the increased amount of supervised study made possible by the proposed changes can do much to relieve overstraining if it really exists. It seems much more likely that the main advantage of longer sessions might be in preventing delinquency, both in scholarship and in morals.

A third line of argument is that the home and that the church, not the school, should keep the child from the street and should supervise his moral training. To this it may be replied that the school ought, at least, to co-operate in such a good cause. The indubitable fact stares us in the face that hard work organized so as to engage the vital energies of mind and body, together with hard play organized and supervised with equal care, are the greatest safeguards against the degenerating agencies. In organized work and in organized play neither the home nor the church has an opportunity equal to the opportunities of the schools.

HELPFUL SUGGESTIONS FOR LABORATORIES AND LIBRARIES

The revised edition of the *Circular of Information to Accredited Schools*, recently published by the University of Missouri, contains two sections which ought to be in the hands of every superintendent and principal in charge of a high school. Section II is entitled "Suggestions for the Equipment of Laboratories." Using as a basis of computation the needs "of twelve students working at one time," the bulletin sets forth in detail the minimum amount of apparatus and material necessary to equip a laboratory. The price of each item is listed. After describing the indispensable equipment in each subject, the circular presents a comprehensive list of dealers from whom purchases may be made. The subjects thus treated are physics, chemistry, botany, zoölogy, physical geography, physiology, agriculture, manual arts, and household arts.

Section III contains suggestions for the equipment of high-school libraries, presenting a list of books with the cost price of each, in twenty studies, from English to zoölogy. This list together with United States Bureau of Education *Bulletin No. 35* (1913), "A List of Books Suited to a High-School Library," will provide officers with a very reliable

selection of books for the school library. The latter bulletin is compiled by the teachers of the University High School, Chicago.

THE PEOPLE'S COLLEGE

In many of the communities on the Pacific Coast, especially in Southern California, the high school has really become a "people's college." Take such an institution as one finds at Hollywood, for instance, or at Pasadena, or even at a little town like Santa Monica. In these places, and others like them, the high school has a campus of from five to fifteen acres. At Hollywood the high school has six or eight commodious buildings for its work—one for arts and letters, another for domestic science, another for manual training, another for the mechanic arts, another for the boys' gymnasium, another for the girls' gymnasium, and so on. The buildings are not luxuriously equipped, however; in the school at Hollywood practically all the furniture is being made by the pupils themselves. In the courses in mechanic arts, the boys, as a regular part of their work, repair all the automobiles used by the board of education at Los Angeles. For their services the boys are allowed a certain amount of money which is devoted to the further equipment of the school, and particularly of this department. In the domestic science building, the pupils serve lunches for all the high-school pupils who desire it. They aim to furnish the food at about cost, but if they can save anything it is applied to some school need. A person going into this institution, or any of the others mentioned, is struck with the practical character of all the work. The modern languages, to give but one example in addition to those already mentioned, are taught so that a pupil can speak them and understand them when spoken in an incredibly short time in comparison with the results of the "good, old-fashioned" grammar formal-drill method still in vogue in some parts of the country.

M. V. O.

THE MOVEMENT TOWARD INDUSTRIAL EDUCATION

Professor O'Shea's comments upon the Hollywood school are in line with much discussion in the public press. It is filled with signs indicating a rapid growth of the movement toward vocational and industrial education. Lansing, Michigan, has adopted the "part-time plan," and has fifty boys working in pairs, half their time in the high school, the other half in the shop. In Columbus, Ohio, the merchants are urging the school authorities to adopt similar plans. Rock Island, Illinois, reports a winter course of three months for carpenters' apprentices, in

which the boys learn mathematics and architectural drawing in addition to woodworking. In Topeka, Kansas, Mr. E. H. Crosby, a leading merchant, has sent a public letter to Superintendent H. B. Wilson, urging that a thorough course in salesmanship be added to the commercial department of the high school. Woodward High School of Cincinnati adds a machine tool department, in which the pupils are taught the art of making tools. Road-building is being instituted in the district schools under County Superintendent Salmon of Frankfort, Indiana. Methods of road-building and of road repair are the subjects of instruction. To the other courses in the night sessions of the East High School of Waterloo, Iowa, is added this year a course in the study of the gas engine. Webster City, Iowa, adds to her city school system a night school of engineering free to all persons of school age. The work is to be conducted by a professor of engineering from Ames Agricultural College. The school board of Portland, Oregon, has formulated plans by which a complete course in printing, with an expert printer in full charge, will be placed in the Jefferson High School. In Los Angeles, California, efforts are on foot to establish courses in shipbuilding and clay industries. Lawrence, Massachusetts, has established courses in steam engineering under the chief engineer of the Arlington Mills.

In this and in almost unlimited evidence of similar nature, several distinct tendencies are easily discerned. First, a community is likely to lay stress upon a type of vocational work closely associated with the industry or industries of the community itself. Second, employers are active in the movement generally and often take the initiative in urging it upon the school authorities. They raise the old argument that the schools are not fitting efficient employees. They also see the desirability of shifting from themselves the increasing necessity of giving their employees needed instruction. Third, communities realize that provision must be made for many youths to support themselves by part-time work while they are in school. Fourth, in almost every case the school authorities are insisting that a reasonable amount of cultural work be added to the industrial curriculum. Fifth, the almost universal argument is that industrial training is necessary to keep young people from dropping out of school.

MENOMINEE, MICH.,

Saturday, January 31, 1914

To the Editor of the "School Review":

In the December issue of the *School Review*, Mr. Gosling said, in substance, that there might be a common cause of both poor scholarship and smoking. Observations carried on for seven years in two small high schools in which time

more than six hundred pupils were observed, and among these 156 smokers, would seem to support this statement.

There is abundant evidence that the smokers are inferior in scholarship to the non-smokers. The general average of the non-smokers in scholarship in this period was $5\frac{1}{3}$ per cent more than that of the smokers. The number of failures among the smokers was nearly twice the number of failures among the non-smokers. The smokers furnish nearly 67 per cent of the cases of delinquency. There was no one who learned to smoke in the Senior year, and nine-tenths of the smokers learned before the age of seventeen. In all physical contests the evidence was unmistakably in favor of those who do not smoke.

Without exception the boys who began smoking after entering the high school deteriorated in scholarship after learning; but there is one remarkable thing about this: they began to deteriorate before they began to smoke in more than half the cases.

A more thorough investigation brought out the fact that most of these boys who smoked had no regular employment mornings, afternoons, and vacations; and that all of these boys learned to smoke while in idleness. Of the boys who were busy there were but few among the habitual smokers. Many of these smokers had employment, or could have it; but they suddenly gave it up and began to loaf in the resorts for boys which encourage loafing. Idleness in school or out was the inevitable forerunner of both poor scholarship and the habit of smoking, except in the case of those boys who learned to smoke before entering the high school.

It is an open question whether idleness leads to a breaking-down of ideals and, hence, leads to smoking and poor scholarship; or whether there is a breaking-down, somewhere, which leads a boy to idleness, to loafing, to failure, and to all the rest. Is there something in the environment of these boys which leads to delinquency, or is there something which is not in their environment which should be there to prevent delinquency? Or is it all a condition in the very nature of the boy against which we can do nothing?

I believe, however, that we must provide employment for the boys which will give both their minds and their bodies a daily task. A normal, healthy high-school boy, whose time is occupied in good, wholesome employment, will rarely begin to smoke. Idleness brings a blight upon boyhood. The home now fails to furnish wholesome employment for the leisure time of the boys as it did years ago. The school has failed to meet this need adequately. Is this not a part of the problem?

Sincerely,

J. N. DAVIS
Superintendent of Schools

NOTE.—The *Kansas City* (Missouri) *Times* announces that if a boy in the Chillicothe high school does not smoke during his course he receives one-quarter unit of extra credit.—THE EDITORS.